



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The building will cost \$50,000. Plans are being made for a dormitory to accommodate some of the students.

Superintendent M. C. Terrell, of Alamance County, arranged for a special Pullman for the Alamance County teachers who attended the State Teachers' Assembly in Asheville. There were thirty-five teachers in the party. In Asheville they occupied the car, which was heated, lighted, and furnished with porter service.

Carl W. Seiler, of Mount Pleasant, was declared the winner in the high school declamation contest held at Trinity College on November 26th, and participated in by representatives from various high schools in the State. His declamation was entitled "The Confederate Dead." Giles O. Nicholson, of Burlington, with the declamation "America's Problems" was awarded second place. The appearance of Miss Margaret Bullitt, of Chapel Hill, in the finals, marks the first time that a girl has participated in the elimination contest in the ten years that the contest has been held. She made a good impression with her declamation entitled "Norman and Saxon."

TO TEACHERS OF MATHEMATICS

THE annual meeting of the Association of Teachers of Secondary Mathematics will be held in Greensboro at the North Carolina College for Women on the fourth and fifth of February. Dr. J. W. Young, Chairman of the National Committee on Mathematical Requirements, will be the chief speaker. Teachers who have kept up with the work of this committee know the importance of its work and the necessity for a rearrangement of the work in mathematics in the schools. It is the purpose of this meeting to discuss such rearrangements with the view to their adoption in our secondary schools and at the same time to discuss the necessary changes in Freshman entrance conditions for the colleges.

Women teachers will be provided with board in the college dining room, and rooms can be obtained by writing Miss King before February first. The college cannot furnish rooms in the dormitories but can find them in the immediate vicinity. Teachers will be expected to pay for the use of rooms. Board in the dining room, however, will be free. Men are expected to make their own arrangements for board and lodging.

The program of the meeting will be sent to teachers early in January.—A. W. H.

THE "SOCIALIZED" RECITATION IN HIGH SCHOOL HISTORY

(Continued from Page 8)

slower ones as inactive as before. My mind registered no serious protest against this fact at first. I recognized that born leaders must lead in any group, and I humbly acknowledged to myself that they were doing only what I had done these many weeks. Oligarchy may be a step toward democracy. It was something gained for the class that five or six students together shared the privilege which one teacher had monopolized so long. This problem, too, was postponed for later solution.

That the close of the hour came too quickly for the students was quite evident. There was no doubt in my mind that they had enjoyed the recitation, not merely because of the change and novelty of it, but because it had been their own work. Incomplete and disorganized as the development of the lesson had been in this system, it seemed worthy of further trial. The students had certainly done much more than the usual amount of thinking on the events which had been discussed, and had lived through these events with a more thorough comprehension of their reality.

In making the assignment for the next lesson I sought to secure some law and order for the students' discussion of it. I gave the assignment in the usual form—a topical outline of the important aspects of the subject, two or three "thought questions" requiring a survey of the whole, and a list of definite page-references to the text and library books from which they were getting their information. In addition to this general assignment to the whole class, I assigned each main topic in the outline to an individual student and explained to him that he would be responsible for leading the discussion of his part of the lesson. I suggested three methods of procedure in leading the discussion: he, himself, might give a full explanation of the topic and then ask other members of the class to criticize his explanation; he might state the facts in the case and then ask "thought questions," prepared by himself on these facts, and call on other members of the class to answer them; or, he might develop the subject entirely by means of questions put to the others. In whatever method he chose he would be responsible for securing from the others full criticism of his own statements, or adequate answers to the questions he had asked. Before closing the conference on his topic he must give the other members of the class an opportunity to ask him questions, either for the purpose of correcting errors made, or for the purpose of bringing out important points which he